

standard text-books. The approach of *Recent Advances* is entirely different. The stress is always on efficient practice, on practical difficulties and on new approaches to problems which have been tried rather than on legislation or explanatory memoranda from the Ministry of Health. The only criticism which may justifiably be made of this book is that the index is not adequate. It is understood that paper shortage necessitated a concentration of the original index, but as, however, the whole intention is that this book should be one for quick reference, the defect should be remedied in future editions.

A. C. STEVENSON.

CHILD PSYCHOLOGY

Wolff, Werner. *The Personality of the Pre-school Child.* London, 1947. Heinemann Medical Books. Pp. xvi + 341. Price 25s.

IN 1929 Dr. Wolff began the series of studies of psychopathic and healthy children upon which this book is based. He has already in an earlier book, *The Expression of Personality*, described the methods and many of the conclusions to which he gives the general name "experimental depth psychology." The essence of this lies in the application of projection tests, through which he aims at discovering the hidden depths of personality. Dr. Wolff emphasizes that the personality of the young child is so remote from that of the adult that it is impossible to evaluate the thought, emotion and social life of the one with the concepts that are appropriate to the other. The unifying idea he puts forward is that every way in which the child expresses his personality—whether by imagery, spoken language or behaviour—is indicative of a continuous search for his self; in other words, the child's questions and activities are designed not only to gain immediate knowledge, but also to differentiate himself from his surroundings.

The use of drawings as a means of penetrating the child's inner life has been described

by previous writers, like Goodenough and Eng, but they have been more concerned in determining norms at different ages than in discovering the deeper significance of the drawings.

Dr. Wolff gradually formulated a brief "dictionary of expressive movement signs," which he also calls the "hieroglyphics" of expression; the "dictionary" describes their meaning, but it is necessary to study his other publications to understand how he has arrived at this collection of signs and the interpretation he puts upon them. He believes that with the proper training "gained by observing expression of personality" in other people as well as oneself, everyone may learn to diagnose personality. In so much as the child must use his body to express himself, a "frame of reference" is necessary; this is provided by the average bodily activity at each age, and the activities that are desirable according to educational standards. This large theme is developed in the key chapter (chapter 8), on "Projective methods for judging expressive behaviour in the pre-school child."

It includes the analysis of static postures of the body; analysis of bodily movements; the child's approach to an object, such as a balloon; the child's handling of material (a jar of cold cream given him to play with); finger paintings; and graphic movements (drawings and scribbles). The graphic movements are subjected to "blind analysis," and are treated as a reflexion of inner personal dynamics.

The interrelationship of the various dynamic movements, the structure of form and line, and the texture and direction of the strokes and other movements are all studied. The reader cannot but be impressed by the fullness of the observations and the experience which Dr. Wolff brings to bear on this important problem. It has, however, the demerits as well as the virtues often found in an account of rich personal experience. One misses adequate evidence of validation, or reference to kindred studies, such as, for example, those of Oseretzky on posture and movement, or Fordham's Jungian interpretation of drawings. Similarly the Myokinetic

method which Mira used for adults is not considered.

The book is divided into three sections, of which the first, on observation, contains chapters dealing with the mind, and particularly the emotions, of the child and the adult; the first characteristics of social life; and the child's concept of reality. In the second part, dealing with Experimentation, there are chapters on the pre-school child as an individual; his feeling of security; his intelligence; and projective methods. The

final part is theoretical and covers children's art and the educational bridge between the child's world and the adult's. A final chapter reviews the methods of research available in child psychology.

This is a stimulating book based on wide experience. The reader, however, while admiring the author's insight and interpretative ability, finds it difficult to see how anyone who has not worked with him could apply his methods with confidence.

H. L.

OTHER NOTICES

Beadnell, C. M. *A Picture Book of Evolution.* London, 1948. 4th edn. Watts. Pp. xi + 284. Price 15s.

SIR ARTHUR KEITH, in a foreword, describes evolution not as a theoretical doctrine but as a practical way of looking at all manifestations of life—of politics, of history, of all that pertains to the physical universe. But the book itself, though it has two long chapters on astronomy and geology, gives only scanty scraps of information on the evolution of the Hominoidea, and nothing at all on the development of human society; Keith's principle gets no adequate recognition. It is indeed difficult to find a good word to say for this book. Even the title is misleading: though there are many illustrations (most with an old-fashioned look) there is an extensive and sometimes detailed text. The book is evidently addressed to the lay public, for whom a lavishly illustrated popular text on evolution, giving an intelligible account of current scientific views, would be very welcome. But here we fail to find even a clear account of the evidence on which we base the belief that organic evolution has occurred.

There are many errors and omissions. For instance, the lamprey and other jawless vertebrates are called "fish," and germ cells are said to contain two sex chromosomes. Although *Pithecanthropus erectus* is described, the more important remains from Peking are not mentioned. The paragraphing is erratic almost to the point of incoherence, and there are many queer expressions; *Tyrannosaurus rex*, an extinct "dinosaur," is called a "blood-thirsty fiend incarnate," and there is a reference to the killer whale's "vile form of cannibalism."

Worst of all is the failure to explain current views of evolution and heredity. One example is enough: "Chromosomes normal to the

somatic cells and immature germ-cells are called *autosomes*, and they are responsible for the general well-being of the body as a whole; the chromosomes concerned with heredity and sex are known as the sex-chromosomes." This reads like part of an answer by a slightly muddled candidate for Higher Certificate.

It is evident that much trouble has been expended on the production, and especially on the illustrations, but this is not enough to compensate for the book's other defects. S. A. BARNETT.

Brown, Francis J. *Educational Sociology.* New York, 1947. Prentice Hall. London. The Technical Press Ltd. Pp. xiv + 626. Price 21s.

It is being increasingly recognized that the application of sociology to education is as essential as the application of psychology. Educational psychology has changed from being a semi-philosophical study to a semi-scientific, if not wholly scientific one. Dr. Brown, who is a sociologist working in the educational field, conceives education as the major instrument of social control. He holds that through the planned programme of the school, co-ordinated with the family, play group and community organizations, "personality is developed and group patterns of behaviour are directed towards ever higher levels of health, economic welfare and basic appreciations and attitude—not for the individual alone but for the group." The aspiring viewpoint evident in this passage is reflected throughout the book; Dr. Brown is probably a stimulating teacher, but a little given to cloudy or heady phrases. The body of the book, however, is solid and well documented. The many studies, very seldom referred to in English writings on